

Missouri Assessment Program

Spring 2004

Communication Arts

Released Items Scoring Guide

Grade 3

Session:	1
Item No.:	7
Page No.:	12
Content Standard(s):	3
Process Standard(s):	3.5

Item 7

What is the main idea of “A Dog’s Life”? Explain your answer using ONE detail from the story.

Scoring guide

2 points The response includes a reasonable main idea with ONE appropriate text-based detail.

1 point The response includes a reasonable main idea without a text-based detail OR one or both parts are overly general or simplistic (e.g., Police dogs are important.)

0 points other

Note: The main idea may be embedded in the detail (e.g., Because police dogs get killed, Stephanie started Vest-A-Dog.)

Examples of top-score-point responses

- The main idea is that even if you are a kid, you can help with important things like saving police dogs/having a business like Stephanie has, giving bullet-proof vests to dogs.
- Police dogs are important to our safety so we should help them by giving them bullet-proof vests.
- The main idea is dog protection so dogs won't be hurt or killed. Stephanie gives them bullet-proof vests to protect them.

Session: 1
Item No.: 8
Page No.: 12
Content Standard(s): 3
Process Standard(s): 3.1

Item 8

What are TWO problems with the dog vests? Use information from the story in your answer.

Scoring guide

- 2 points The response includes TWO reasonable problems, each using text-based information.
- 1 point The response includes ONE reasonable problem using text-based information OR one or both parts of the response are overly general or simplistic.
- 0 point other

Examples of top-score-point responses

1. A problem with the vests is that they are too heavy to be worn all the time.
2. The vests are very expensive.

Other acceptable responses may include:

- They must be put on the dog.
- They don't cover the whole dog.
- They can stop most of the bullets.
- They can't be worn all day.
- Not all dogs have them.

Session:	1
Item No.:	9
Page No.:	13
Content Standard(s):	3
Process Standard(s):	2.4

Item 9

How do the pictures in "A Dog's Life" help you understand the story? Give TWO examples.

Scoring guide

- 2 points The response includes TWO reasonable text-based examples.
1 point The response includes ONE reasonable text-based example OR one or both examples are overly general or simplistic.
0 point other

Examples of top-score-point responses

1. You can see what the vest really looks like.
2. They show what the dogs do when they have the vests on.

Other acceptable responses may include:

- They show the kind of dog that is a police dog/that they are German Shepherds.
- They show who Stephanie is.
- They show what the vests look like.
- They show her office.
- They show her working/that she works hard.
- They show a dog catching someone/police work/training.

Session: 1
Item No.: 10
Page No.: 13
Content Standard(s): 3
Process Standard(s): 1.6

Item 10

Read this sentence from the story “A Dog’s Life.”

“A report she saw about a New Jersey police dog that was shot and killed in the line of duty nearly broke her heart.”

What does **in the line of duty** mean in the story?

Explain in your own words what you found in the story to help you understand the meaning of **in the line of duty**.

Scoring guide

- 2 points The response includes a reasonable definition or synonym and ONE appropriate text-based clue.
- 1 point The response includes a reasonable definition or synonym without an appropriate text-based clue
- OR a clue without a definition
 - OR one or both parts are overly general or simplistic
- 0 points other

Note: The definition and the clue may be embedded within each other.

Note: If the response is a clue alone, the clue must show understanding of the meaning of the word.

Examples of top-score-point responsesDefinition:

- while working
- on the job/job
- working with the police officer
- doing his duty
- doing what he is supposed to do

Clue:

- What I found was “in the line of duty” means on the case.
- The dog is called a police dog.
- The picture shows a dog with a vest on catching a criminal.
- It says “work on the streets with police officers.”
- They are sent after people who are hiding.
- You can see them working in the last picture.
- Sometimes the criminals have weapons. That’s why the dogs need the vests.

Session: 1
Item No.: 11
Page No.: 14
Content Standard(s): 3
Process Standard(s): 1.6

Item 11

The story tells how police dogs help people. Complete the web to show THREE of these ways. Use information from the story.

Scoring guide

2 points The response includes THREE appropriate text-based answers.

1 point The response includes ONE or TWO appropriate text-based answers.

0 points other

Examples of top-score-point responses

- protect us
- look for hiding suspects
- find bad guys/ attack bad guys
- fight criminals
- work on the streets with police officers
- capture/collar criminals

Session: 1
Item No.: 12
Page No.: 15
Content Standard(s): 3 (Part A), 4 (Part B)
Process Standard(s): 3.5 (Part A), 2.1 (Part B)

Item 12

Pretend you work with Stephanie Taylor in her Vest-A-Dog organization. Write a letter to a police department explaining about Vest-A-Dog. Include TWO details from the story in your letter.

Scoring guide**Part A (CA3, 3.5)**

- 2 points The response includes a reasonable explanation with TWO appropriate text-based details.
- 1 point The response includes a reasonable explanation with ONE appropriate text-based detail OR is overly general or simplistic.
- 0 points other

Part B (CA 4, 2.1)

- 1 point The response includes at least TWO elements:
- heading (address or date)
 - salutation/greeting
 - indentation
 - written in 1st/2nd person
 - closing
 - signature

0 points other

Example of a top-score-point response

April 29, 2004

Dear Greentown Police Department,

I work for Vest-A-Dog. We provide bullet-proof and weapon-proof vests for police dogs. The vests can be put on when there is going to be danger. They protect the dogs so that they can help the police better. Do you want some?

Your friend,
Patty

Session: 2
Item No.: Writing Prompt
Pages No.: 3-10

Content Standard(s): 4
Process Standard(s): 2.1

4 Points

Session 2
Writing Prompt Scoring Guide

The paper

- has an effective beginning, middle, and end.
- contains a clear controlling idea.
- clearly addresses the topic and provides specific and relevant details/examples.
- contains words that are specific, accurate, and suited to the topic.
- consistently uses complete sentences.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper

- has a beginning, middle, and end.
- contains a controlling idea.
- addresses the topic and uses relevant details/examples.
- contains some words that are specific, accurate, and related to the topic.
- generally uses complete sentences.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.

2 Points

The paper

- has evidence of a beginning, middle, and end.
- contains a general sense of direction, but may lack focus.
- generally addresses the topic, but may contain some details that are not relevant.
- uses words that tend to be repetitive, imprecise, and ordinary.
- contains some incomplete sentences that may be distracting to the reader.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.

1 Point

The paper

- may lack evidence of a beginning, middle and/or end.
- is difficult to follow and/or lacks focus.
- attempts to address topic, but lacks development.
- uses words that are consistently repetitive, dull, and colorless.
- includes incomplete sentences that are distracting to the reader.
- shows little or no awareness of audience and purpose.

- contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader.